PHYSICAL EDUCATION POLICY

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POLICY STATEMENT AND CURRICULAR AIMS:

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being. It is our intention to provide all children a broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. A selection of suitably differentiated and logically developed tasks has been implemented with the intention that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities implemented and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness and mental wellbeing.

What are our intentions in teaching P .E.?

We intend to:

1. Develop physical co-ordination and competence;
2. Promote the physical and mental benefits of participation in physical activity whilst at school and throughout life;
3. Develop artistic and aesthetic appreciation within and through movement;
4. Help children develop socially through competition and co-operation between other individuals and groups;
5. Promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being;
6. Provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or physical ability.
7. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being.

How do we implement P.E?

Physical Education is, by nature, a very practical activity where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial majority of all their P.E. lessons.

It is the ethos of this School that pupils are encouraged for their achievements and that all feedback is as positive as possible. Constructive comments are made to support pupils who are struggling to achieve. We should avoid any form of "put down" or humiliation of a child who is not achieving. It is only in this environment that pupils will have the confidence to attempt, and thus develop their skills.
Teachers at both Key Stages will need to implement tasks using a variety of teaching styles in order to provide a broad P.E. Curriculum. It is imperative that there is a balance between:

- grouped, paired and individual working;
- competitive and non-competitive activities;
- contact and non-contact sports;
- the development of skills and tactical understanding.

The P.E. Co-ordinator is responsible for the monitoring and implementation of the P.E. Curriculum, and the management of P.E. resources.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work (linked to topics where possible) to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. Teachers and the PE coordinator will use this assessment to measure impact which will be used to inform planning and promote greater learning.
The Suffolk Teaching and Learning Resource and the ‘Get Set 4 PE’ scheme of work both promote teaching and learning as it provides both continuity and progression. These schemes specify progression of skills, knowledge and understanding.

Entitlement:

The school provides all pupils with two high quality Physical Education lessons a week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. Seven weeks on gymnastics.

Foundation Stage:

Here the lessons are structured so that there are 2 sessions per week aimed at physical development. These are approximately one hour in duration and are aimed at the monthly outcomes leading to the Early Learning Goals at the end of Foundation Stage.
Key Stage 1

2 lessons - 1 hour duration each lesson

Key Stage 2

2 lessons - 1 hour duration each lesson

Each class is timetabled so that they can access the hall for the duration of the unit that they are studying that requires them to be indoors, such as gymnastics.

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liase with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Extra-curricular activities

There is a healthy tradition in the School for after school and lunch time activities organised by outside agencies.

These activities provide opportunities for more advanced coaching and competition with children from other schools and, in some instances, larger scale team games. This is a valuable part of the life of our School and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating. Some of the activities are seasonal and can be set up in the weeks prior to forthcoming regional events.

Special Educational Needs

Wherever practicable, provision will be made for pupils with special educational needs where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders.

It is important to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem. At times it may be appropriate to have the support of a Classroom Assistant to help with the management of a particular child during P.E. If this is the case, it is preferable to have the Assistant working with a group of pupils, which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practicable to provide sufficient physical activities within the School for a child with severe disabilities and the SEND Co-ordinator should contact appropriate agencies to make additional arrangements for these pupils.

Health and Safety

It is imperative that good discipline is maintained throughout a P.E. lesson. Pupils should always be aware of what is expected of them; the reason for that expectation and what will happen if they do not follow instructions. The noise levels in the Hall should always be such that pupils can hear the teacher's instructions/signals. Class Teachers should position themselves in the hall so that they are

able to observe the whole class. They must be constantly watching the pupil's actions and never become "engrossed" in one group of pupils and neglect the rest.

If an accident occurs during a P.E. lesson, the Teacher should blow their whistle and ask all pupils to stop what they are doing so that full attention can be given to the injured child. Send the child to the office with another child or if it is a serious injury send a responsible child to the Office. First aid boxes are located in the first aid cupboard and emergency telephone numbers are held in the office.

Some asthmatic pupils may need to keep their inhaler at hand during a P.E. lesson, and, if this is the case, they should be taught to take responsibility for getting this themselves. In the case of young children the teacher is responsible for administration and safekeeping of the child's inhaler.

If any damage occurs to apparatus this should be reported to the P.E. Co-ordinator. The P. E. Co-ordinator is responsible for arranging the repair or removal of unsafe equipment. It is the responsibility of the Head Teacher to ensure that a specialist checks the large apparatus in the Hall at least once per year.

The staff are made aware of children with extreme medical conditions by the folder in the staff room. There are annual Staff Meetings to update staff on first aid procedures and to renew the shallow water safety certificate.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe. A copy of the Baalpe manual is located in each Unit.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. This should be carried out at the start of a unit of work so safety expectations are clear from the beginning.

Dress

Pupils should be encouraged to change for P.E. quickly and quietly. In order to save time and to ensure supervision this changing should take place in their Classroom. However, in Unit 3 there are changing rooms provided. It is important that teachers' footwear and clothing enables them to move quickly without risk of slipping and sets a good example to the children.

For pupils, the dress code is as follows:

- Black shorts.
- Blue T-Shirt/Polo Shirt
- Trainers
- A blue sweatshirt, tracksuit or jumper in cold weather outside.

We do enforce this dress code to help stop the pressure on pupils to wear (and on parents; to provide) the latest expensive fashion sportswear and footwear. For safety reasons, it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights, or socked feet on apparatus, as this can be dangerous. Where pupils have to cover their legs for religious reasons, then they should not take part in activities that could endanger them. They should be given alternative challenging tasks, which would not put them at risk.

Although bare-foot work is to be encouraged indoors there may be occasions when, for reasons of health or safety, footwear needs to be worn.

Long hair must be tied back at all times.

Jewellery of any kind is not to be worn for PE lessons and earrings need to removed on your child's PE days. In the event of a child having their ears pierced during term time, tape may be used by the child for the first six weeks. Teachers should not remove or replace earrings or tape.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

All pupils will be given access to the full P.E. Curriculum, regardless of gender, race, cultural, or financial background.

To give pupils the necessary experience in Outdoor Pursuits we arrange a residential trip for Year 6 in the Spring Term to a suitable Outdoor Adventure Centre. In order to provide equal opportunity for all pupils, we would not wish to deprive any child from attending because of their family's financial position. Therefore, we aim to make the trip as affordable as possible and allow parents to save in the preceding two years. In cases where parents are genuinely struggling to afford the trip and have made some effort to save and contribute towards the cost, assistance can be provided at the head teacher's discretion.

Assessment and Reporting:

Teachers in the course of the normal class activity normally carry out assessment. Knowledge Organisers are set up by teachers at the start of each unit of work with the desirable skills we want the children to develop. Teachers can use the contextual core tasks identified by The Suffolk PE Scheme to help with this. These Knowledge Organisers will allow a picture to be built up of the pupils' progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupil's outside interests e.g. Lunch-time or after school clubs, local teams etc.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Progression

Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering: planning, performing, and evaluating. Two other elements are important when considering progression; these are independence and interaction, which relate to pupils' personal, emotional and social development.

End of Key Stage statements provide the framework for making assessments. Teachers will need to refer to their own continuous assessment during the Key Stage to report on a child's achievements at the end.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that either the subject leader or the PE Adviser through INSET can give appropriate support. All staff who attend any CPD course must provide feedback/ disseminate the information

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space:

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.